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# Annual Report – Accredited Member

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<b>Institution:</b>	<u>College of Saint Mary</u>
<b>Academic Business Unit:</b>	<u>Business</u>
<b>Academic Year:</b>	<u>2012-13</u>

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# IACBE ANNUAL REPORT

For Academic Year: 2012-13

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

## General Information

Institution's Name: College of Saint Mary

Institution's Address: 7000 Mercy Road

City and State or Country: Omaha, Nebraska Zip or Postal Code: 68106

Name of Submitter: Narcissus Shambare

Title: Program Director

Your Email Address: nshambare@csm.edu

Telephone (with country code if outside of the United States): 402-399-2672

Date Submitted: November 1, 2013

Total Headcount Enrollment of the Institution for 2012-13: \_\_\_\_\_

## Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2018 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2016 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: [http://www.csm.edu/About\\_Us/Accreditation/IACBE](http://www.csm.edu/About_Us/Accreditation/IACBE)
4. Provide the website address for the location of your public disclosure of student learning results: [http://www.csm.edu/About\\_Us/Accreditation/IACBE](http://www.csm.edu/About_Us/Accreditation/IACBE)
5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Principle 1.0 – Outcomes Assessment. You have developed and implemented an acceptable outcomes assessment plan. However, the plan should be	Outcomes Assessment Summary and Assessment plan were submitted in 2008-2009 Annual Report as Appendices B and C.	N/A

Commissioners' Notes	Action Already Taken	Action Planned
<p>revised in the following ways: (1) Provide a revised outcomes assessment plan for the Business Leadership Program that removes non-student learning objectives/outcomes from the plan and update the assessment plan summary.</p>		
<p>2) Provide a revised section of the assessment plan relating to basic skills development and personal skills development that includes the methods used to assess the development.</p> <p>(3) Provide a section of the assessment plan that describes the operational measures and the techniques and patterns of evidence that will be used to measure operational effectiveness.</p>	<p>The assessment methods for basic skills, personal development and operational objectives were submitted in the Outcomes Assessment Summary of 2009-2010 Annual Report as Appendix A.</p>	<p>N/A</p>
<p>Principle 2.0 – Strategic Planning. You have developed a good strategic plan, but the plan is in need of further revision.</p> <p>(1) The revised strategic plan should include:</p> <p>(a) A profile of the business school including its history, vision, foundational assumptions and guiding values.</p> <p>(b) A description and assessment of the business school's resources, including human resources, facilities, finances and technology.</p> <p>(c) An external analysis, including key sociological, technological, economic, and political trends relevant to the environment in which the business school competes along with an analysis of the competitive environment.</p> <p>(d) Operational objectives, strategies, action plan, and outcomes assessment processes.</p> <p>(2) Remove the CSM strategic plan information and develop a plan that clearly focuses on the</p>	<p>The strategic plan has been revised to reflect the academic business unit and was submitted in 2009-2010 Annual Report as Appendix B.</p>	<p>N/A</p>

Commissioners' Notes	Action Already Taken	Action Planned
business programs		
Principle 4.1 – Faculty Qualifications	The response to the commissioners' was submitted in 2008-2009 Annual Report as Appendix A.	N/A
Principle 6.1 – Financial Resources	The response to the commissioners' note was submitted in 2008-2009 Annual Report under Principle 6.1 Financial Resources section on page 2.	N/A

**Administrative Information**

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Maryanne Stevens, RSM, PhD

Title: President

Highest Earned Degree: PhD Email: mstevens@csm.edu

Telephone (with country code if outside of the United States): 402-399-2435 Fax (with country code if outside of the United States): \_\_\_\_\_

\_\_\_\_\_ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Christine Pharr, PhD

Title: Vice President for Academic Affairs

Highest Earned Degree: PhD Email: cpharr@csm.edu

Telephone (with country code if outside of the United States): 402-399-2693 Fax (with country code if outside of the United States): 402-399-2414

\_\_\_\_\_ Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Susan Joslin, PhD

Title: Division Chair

Highest Earned Degree: PhD Email: sjoslin@csm.edu

Telephone (with country code if outside of the United States): 402-399-2420 Fax (with country code if outside of the United States): 402-399-2671

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Narcissus Shambare, PhD

Title: Business Program Director

Highest Earned Degree: PhD Email: nshambare@csm.edu

Telephone (with country code if outside of the United States): 402-399-2672 Fax (with country code if outside of the United States): 402-399-2671

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Christine Pharr, PhD

Title: Vice President for Academic Affairs

Highest Earned Degree: PhD Email: cpharr@csm.edu

Telephone (with country code if outside of the United States): 402-399-2693 Fax (with country code if outside of the United States): 402-399-2414

Check here if this represents a change from the previous year.

**Programmatic Information**

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2012-13 (insert rows in the table as needed):

Program	Enrollment 2012-13	Number of Degrees Conferred 2012-13
Business Information Systems	2	0
Business Administration	4	4
Business Leadership	17	12
CSM Business	23	6
<b>Totals for All Programs Combined</b>  (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	46	22

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No. If no, proceed to item 3 below.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any business programs during the reporting year?

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

### **Outcomes Assessment**

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? \_\_\_\_\_

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: \_\_\_\_\_

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

**Not Applicable**

## Other Issues

### **Change of the Business Academic Unit**

Dr. Susan Joslin is the new Chairperson of the Professional Studies division effective 2013-2014 academic year. As dictated by the University organizational structure, Dr. Joslin becomes the substantive head of the academic business unit. Narcissus Shambare, who is the outgoing division chair, remains the lead and primary contact for IACBE accreditation matters. The change is being submitted in this annual report under the Administrative Information section.

### **Closing of an Off-Site Campus: Lincoln**

We continued to offer programs that were moved to the Weekend Program on the main campus from the Lincoln site. Consistent with the Higher Learning Commission requirements, we will continue to teach out of the programs until all students have graduated. As of 2012-2013, the Registrar's records indicated that we had 4 students left in the business administration program. All the Business Information Systems (BIS) majors have graduated from the Weekend Program. The BIS majors being reported in this period are for the day and evening classes at the main campus.

### **Outcomes Assessment Timeline**

As indicated in the previous annual report, College of Saint Mary Outcomes Assessment cycle is not aligned with IACBE Annual Reporting period. Our assessment process is a year behind the IACBE reporting period. The university is currently processing the 2012-2013 assessment reports that will be finalized in May 2014. Assessment reports for 2011-2012 have been used to close the loop for this report.

### **Outcomes Assessment for the revised programs**

In addition to the outcomes assessment reports for the accredited programs namely Business Administration (BSA), Business Information Systems (BIS), and Business Leadership Degree (BLD), we are also including the replacement degree programs namely CSM Business and Business Leadership and Management (BLM). We have collected data and closed the loop for the CSM Business but have not yet closed the loop for the BLM program. We are therefore reporting the results for the CSM Business to demonstrate the continuous assessment of the revised program that will be going for review in early 2016 when we are scheduled for the reaffirmation site visit. The BLM program data assessment will be performed in the 2012-2013 outcomes assessment report. The outcomes assessment plans for the revised programs were submitted in the 2011-2012 Annual Report. As reflected in the outcomes assessment report for BLD on pages 12-13, the data from the last group of BLD students is reported. While the students have completed the major courses, some of them are still taking electives and general education courses to complete their degree program.

### **Notes on Reaffirmation Site Visit**

Our accreditation expiry date is set for September 2016. We have developed a timeline to ensure that we gradually prepare for the reaffirmation process while not overlooking the essential details that include the necessary resources required. A representative of the academic business unit is slated to attend an all-day site visit workshop at the upcoming IACBE Annual Conference in San Diego that is scheduled for April 2014. This is consistent with the new IACBE requirement that makes the workshop mandatory for institutions going through a site visit. Should our representative fail to attend the San



Diego workshop, we will promptly plan for the alternative workshop that is held at the IACBE Summer Institute, in Kansas during the summer of 2014. Attendance of the site visit workshop during the 2014 period will enable us to begin the self-study process beginning February 2015 in time for the 2014-2015 academic year data availability. We plan to populate the self-study report with the 2014-2015 data during the May-July 2015 period. This will enable us to submit our reaffirmation request to IACBE in August 2015 (*6 months-notice prior to the site visit*). We are also planning to submit our self-study draft report to IACBE for mentoring feedback on the completeness of the report in August 2015. The timeline sequence will therefore allow us to submit the final self-study report for site reviewers by December 2015 (*60 days prior to the site visit as stipulated in the accreditation manual*) so that we can host a site visit by the end of February/early March of 2016. This should provide adequate time for our reaffirmation process to be completed before September 2016. Overall, the timeline will allow us to have closed the loop three times for the CSM Business program outcomes assessment and twice for the Business Leadership and Management program outcomes assessment.

## Outcomes Assessment Results

For Academic Year: 2012-13

### Section I: Student Learning Assessment

<b>Student Learning Assessment for <i>Business Administration</i></b>	
Intended Student Learning Outcomes for <i>Business Administration</i> : The Business Administration Program prepares women to enter the business world as well as continue their education in a business-related graduate program through professional coursework which builds upon a liberal arts foundation.	
1. Graduates will have mastery of the principles on which business is based as introduced in the support- and major-courses of the degree requirements.	
2. Graduates will be able to demonstrate ability to present information and opinions in written and oral form with the effective use of technology.	
3. Graduates will have developed critical thinking and research skills.	
4. Graduates will demonstrate an ability to work as a member of a team and problem-solve in a collaborative environment.	
5. Concentrations offered in the program will reflect future employment market trends.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Case Study	At least 90% of all students will score 4 (on a scale of 1-5) or above on the scoring rubric in the Business Policies Class Case Study Review.
2. Senior Project	At least 90% of all students will attain ratings of four or above on the final report and the oral presentation for BUS 496 Business Policies course.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Survey	At least 90% of all alumnae will rate at least four with career preparation at College of Saint Mary.
2. Employer Survey	At least 90% of all employers will rank the alumnae's as 4.5 or above on

	their job preparation skills.	
3. Internship	At least 90% of all interns will be ranked eight (on a scale of 1-10) or above on computer technical skills on the Internship evaluation form.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. Case Study: 100% of the students scored 4 and above (on a scale of 1-5)	X	
2. Senior Project: Over 100% of the students in the business policy class were rated above average	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. Graduate Survey: No surveys were administered due to low number of graduates		X
2. Employer Survey: No surveys were administered due to low number of graduates		X
3. Internship: No students took internships for this program		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. The students in this program are at an advanced stage to be taught out of the program. Emphasis will be placed on the revised program with the same goals and objectives as well as the same assessment tools.		
2. The graduate surveys were not administered due to low enrollment.		
3. The employer surveys were not administered due to low enrollment.		

## Section I: Student Learning Assessment

<b>Student Learning Assessment for <i>Business Information Systems</i></b>	
Intended Student Learning Outcomes for <i>Business Information Systems</i> : The Business Information Systems program prepares women to enter the workforce with technology-related skills as well as continue their education in a business- or technology-related graduate program through professional coursework built upon a liberal arts foundation.	
1. Graduates will have mastery of the principles on which technology is based as introduced in the support- and major-courses of the degree requirements.	
2. Graduates will be able to demonstrate ability to present information and opinions in written and oral form.	
3. Graduates will be able to use technology to enhance communications.	
4. Graduates will have developed critical thinking and research skills.	
5. Graduates will demonstrate an ability to work as a member of a team and problem-solve in a collaborative environment.	
6. Graduates will be placed in desired employment or proceed for graduate education.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Application Technology	60% of the students in the selected classes will demonstrate an ability to carry out an application considered to be above average (80%) on all graded elements of the application.
2. Senior Project	All students will complete BIS 490 Information Systems Policy and Strategy and BIS 480 Information Resources Management at 80% or better.
3. Case Study	100% of students will attain ratings of above average or better on case analysis for capstone class or selected class(es).
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Internship	Students on Internship will receive an evaluation from their business supervisor at 80% or better.

2. Graduate Survey	90% of all alums surveyed will respond that their education adequately prepared them for their career field.	
3. Employer Survey	90% of all employers surveyed will rank our graduates as prepared for their jobs.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. Application Technology: 100% Students averaged 90% in Application courses during the academic year. This is an improvement from 85% of the previous year although the goal was met.	X	
2. Senior Project: Only one student took the class. The student completed the class with 90% average exceeding the 80% threshold.	X	
3. Case Study: The case analysis results reflected a 100% of students as submitting above average and superior quality with 92% average which was slightly higher than 87% from the previous year.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. Internship: Students did not take internships during the year		X
2. Graduate Survey: No surveys were administered due to low enrollment		X
3. Employer Survey: No surveys were administered due to low enrollment		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Internship: Internships are optional for this program and may distort assessment results when they are not met.		
2. Graduate Survey: No surveys were administered due to low number of graduates		
3. Employer Survey: No surveys were administered due to low number of graduates		

## Section I: Student Learning Assessment

<b>Student Learning Assessment for <i>Business Leadership 2010-2011</i></b>	
Intended Student Learning Outcomes for <i>Business Leadership</i> : Designed for the working woman who wants to empower herself through education, the mission of the Business Leadership (BLD) Program is to provide an academically rigorous business education and a supportive community of leadership practice.	
1. BLD graduates will demonstrate ability to use critical thinking, creative, and research skills.	
2. BLD graduates will demonstrate ability to contribute to a Community of Practice.	
3. BLD graduates will demonstrate the ability to practice business leadership principles.	
4. BLD graduates will demonstrate ability to communicate using written and oral skills.	
5. BLD graduates will demonstrate ability to use technology to enhance learning and communications.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Case Study	90% of students will attain 80% or better on case study analyses.
2. Article Reviews	90% of students will attain 80% or better on journal article reviews.
3. Research Projects & Reports	90% of students will attain 80% or better on research project and report written in current APA style; 100% of students will receive developmental consultation and summative feedback on research projects and reports.
4. Exams	90% of students will attain 80% or better on exams.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Applied Projects:	90% of action research and business planning clients will report being “satisfied” or “very satisfied” with the applied projects completed for them.
2. Speeches	90% of action research and business planning clients will report being “satisfied” or “very satisfied” with both content and delivery of final

	speeches regarding their applied projects.		
3. Report-backs	90% of BLD students will provide positive (self-) report-backs regarding applications of business principles and strategies discussed in classes.		
4. Individual Interviews	90% of BLD graduates entering graduate programs in business or leadership will report being well-prepared for success in their graduate work.		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Case Study: Results reflected 91.2% of students attaining 80% or better on case analyses.		X	
2. Articles Reviews: Results reflected 96% of students attaining 80% or better on written journal article reviews and 98% of students attaining 80% or above on oral journal article reviews.		X	
3. Research Projects & Reports: Results reflected 95% of students attaining 80% or better on research projects and reports; 100% of students receiving developmental consultation (formative assessment), as well as summative feedback on research projects and reports.		X	
4. Exams: Results reflected 90.4% of students attaining 80% or better on exams. Although this is a small change, it may reflect the more nonlinear nature of this cohort.		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Applied Projects: Results again reflected 100% of action research and business planning clients reported being "satisfied" or "very satisfied" with the applied projects completed for them.		X	
2. Speeches: 100% of action research and business planning clients attending final presentations reported being "satisfied" or "very satisfied" with both content and delivery.		X	
3. Report-backs (self-report) from applications used in individual workplace settings: 96% of students offered positive self-reports from applications of course concepts and strategies used in individual workplace settings.		X	
4. Individual Interviews with alumnae entering graduate programs: 100% of BLD graduates entering master's level and doctoral level programs reported being well-prepared for success in their graduate work.		X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

**Section I: Student Learning Assessment (Revised Program)**

<b>Student Learning Assessment for <i>CSM Business</i></b>	
Intended Student Learning Outcomes for <i>CSM Business</i> : The <i>CSM Business</i> Program prepares women to enter the business world as well as continue their education in a business-related graduate program through professional coursework which builds upon a liberal arts foundation.	
1. Graduates will have mastery of the principles on which business is based as introduced in the support- and major-courses of the degree requirements.	
2. Graduates will be able to demonstrate ability to present information and opinions in written and oral form with the effective use of technology.	
3. Graduates will have developed critical thinking and research skills.	
4. Graduates will demonstrate an ability to work as a member of a team and problem-solve in a collaborative environment.	
5. Concentrations offered in the program will reflect future employment market trends.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Case Study	At least 90% of all students will score 4 (on a scale of 1-5) or above on the scoring rubric in the Business Policies Class Case Study Review.
2. Senior Project	At least 90% of all students will attain ratings of four or above on the final report and the oral presentation for BUS 496 Business Policies course.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:



1. Graduate Survey	At least 90% of all alumnae will rate at least four with career preparation at College of Saint Mary.	
2. Employer Survey	At least 90% of all employers will rank the alumnae's as 4.5 or above on their job preparation skills.	
3. Internship	At least 90% of all interns will be ranked eight (on a scale of 1-10) or above on computer technical skills on the Internship evaluation form.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. Case Study: 100% of the students scored 4 and above (on a scale of 1-5) representing 83% average	X	
2. Senior Project: Over 100% of the students in the business policy class were rated above average at 92%	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. Graduate Survey: No surveys were administered due to low number of graduates		X
2. Employer Survey: No surveys were administered due to low number of graduates		X
3. Internship: 100% of the students taking internships were rated above average	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. The graduate surveys were not administered due to low enrollment. A survey is being administered and will be included in the 2013-2014 report.		
2. The employer surveys were not administered due to low enrollment. A survey is being administered and will be included in the 2013-2014 report.		

## Section I: Student Learning Assessment (Revised Program)

<b>Student Learning Assessment for <i>Business Leadership and Management</i></b>	
Intended Student Learning Outcomes for <i>Business Leadership and Management</i> : Designed for the working woman who wants to empower herself through education, the mission of the Business Leadership and Management (BLM) Program is to provide an academically rigorous business education and a supportive community of leadership practice.	
1. BLM graduates will demonstrate ability to use critical thinking, creative, and research skills.	
2. BLM graduates will demonstrate ability to contribute to a Community of Practice.	
3. BLM graduates will demonstrate the ability to practice business leadership principles.	
4. BLM graduates will demonstrate ability to communicate using written and oral skills.	
5. BLM graduates will demonstrate ability to use technology to enhance learning and communications.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Case Study	90% of students will attain 80% or better on case study analyses.
2. Article Reviews	90% of students will attain 80% or better on journal article reviews.
3. Research Projects & Reports	90% of students will attain 80% or better on research project and report written in current APA style; 100% of students will receive developmental consultation and summative feedback on research projects and reports.
4. Exams	90% of students will attain 80% or better on exams.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Applied Projects:	90% of action research and business planning clients will report being “satisfied” or “very satisfied” with the applied projects completed for them.

2. Speeches	90% of action research and business planning clients will report being “satisfied” or “very satisfied” with both content and delivery of final speeches regarding their applied projects.	
3. Report-backs	90% of BLD students will provide positive (self-) report-backs regarding applications of business principles and strategies discussed in classes.	
4. Individual Interviews	90% of BLD graduates entering graduate programs in business or leadership will report being well-prepared for success in their graduate work.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met      Not Met
<b>Data has not been collected</b>		
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met      Not Met
<b>Data has not been collected</b>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		



**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Not Applicable